

Jurnal Konseling Religi

ISSN : 1907-7238

E-ISSN : 2477-2100

DOI : <http://dx.doi.org/10.21043/kr.v10i2.5653>

Vol. 10 No. 2, 2019

<http://journal.stainkudus.ac.id/index.php/konseling>



## **Group Counseling of Trait and Factor Model Improves Career Decision Stability of Students of BPI IAIN Pekalongan**

**Ani**

*IAIN Pekalongan, Jawa Tengah, Indonesia*

*ani@iainpekalongan.ac.id*

### **Abstract**

This research aimed to find out whether group counseling of trait and factor model can improve career decision stability of students of BPI IAIN Pekalongan. The type of research is quantitative with a quasi experiment design. The researcher employed one group pretest – posttest design with no control group. Data collection used the questionnaire of career decision stability developed from the theory of career of Donald Super. The t-test results retrieved the data of t score of 2.550 and the significance of 0.00. Based on the data, then the hypothesis test criteria are met i.e. t score is greater than t table i.e.  $2.550 > 1.833$  and the extent of significance or  $p < 0.05$  i.e.  $0.000 < 0.05$ . The results indicate that group counseling of trait and factor model can improve students' career decision stability.

Keywords: Career Stability, Counseling Group, Trait and Factor.

### **Introduction**

The changing of the name of the Department or the academic title of Bimbingan Konseling Islam (BKI) became Bimbingan Penyuluhan Islam (BPI) has been bewildering many parties, both the department managers and the students. The enactment of the PMA 33 of 2016 should be followed by an update

of the curriculum to avoid the crisis of confidence in the quality of graduates majoring in BKI (Casmuni, 2014, h. 127). In fact, the enactment of the PMA No 33 of 2016 has not yet fully implemented properly, however another PMA No. 38 of 2017 differently mentions three majors associated with BPI, namely Bimbingan Konseling Islam (BKI), Bimbingan Penyuluhan Islam (BPI) and Bimbingan Konseling Pendidikan Islam (BKPI).

The parties that most feel the impact of this policy change are the students. Students of BPI IAIN Pekalongan feel anxiety associated with their chosen course. At the time of the enrollment, the name of the department was *Bimbingan Konseling Islam*, nevertheless along with the enactment of the PMA 33 of 2016 and revised by PMA 38 of 2017 about the bachelor degree, students experience the transformation of the Department of BKI to BPI.

The condition made the students experience the confusion associated with the continuity of the lecturing process as well as post-graduate career direction when they graduate from Department of BPI IAIN Pekalongan. Students' relatively narrow mindset associated with the career became a factor causes their confusion about career direction and decision stability in the future. The pragmatic nature of thought caused students have no career decision stability, it has been worst by problems of the department of BPI which they consider having no clarity of career direction. This is normal given the students at the end of adolescence or early adulthood, where they enter the transitional period to make the career decision without having much experience in the world of work.

Deciding career is not an easy task, therefore it has to be really well prepared to avoid wrong career decision making. Making career decision is an important developmental task at the end of adolescence and early adulthood (Super in Lounsbury et al, 2004). Error in making career decision can result in a person experiencing depression symptoms (Walker & Gary, 2012). Muhajirin (2017, h. 55) in his research states that the difficulty of making career decision has become a factual symptom on the development of adolescent career. To avoid this, a good understanding on the personality traits and the appropriateness of the chosen career is necessary. The research results of Ackerman and Heggstad's (in Staggs et al, 2007) found that personality traits and interests may lead the individuals to recognize the work that suits them. Another factor that supports

adolescent career planning is expectations of parents (Josephine Kerney, 2015), when there is no reciprocal relationship between parents and children then their career planning will be compromised.

Surya (1988) asserts that career is closely related to job but it has a wider meaning than job does. Career can be achieved through optimally planned and developed job, but the job is not always able to support the achievement of a career. One of the most influential factors is the knowledge about career. Ni Luh Ratna Agustini (2014) in her research states that information can help individuals improve their career decision plan. The stability of career decision is an important stage in the career development. While the career development requires a long process and lasts a long time and is influenced by a variety of factors in life (Muspawi, 2017).

Career and job are related but career specifically has different properties from the job. The first property of career is unique, depending on the potentials, talents and interests. Second, dynamic i.e it continues to develop on an ongoing basis along with the development of the times and progress to be achieved in a society. Third, open which means every person is entitled to and without any obstruction able to enter a career. Based on the above description it may need the direct interference to change career decision stability of students of BPI IAIN Pekalongan in determining the future career direction. Effort that can be done is through group counseling of trait and factor model, i.e. a counseling service that tries to analyze and elaborate on students' competencies which can be used as an assessment tool in confirming career of students of BPI IAIN Pekalongan.

### *Research Methods*

### *Research Subjects*

The research subjects were students of BPI IAIN Pekalongan in the academic year of 2014/2015 who have rather low career decision based on the questionnaire of career stability. The questionnaire of career stability in the research is based on aspects of career development stage of Donald Super. The author presents them in detail in the following table:

Table 1 The Operational Definition of the Establishment of the Career Decision

Aspect	Operational Definition
Self-assessment	to be able to recognize and judge yourself
Self-understanding	The ability or skills including interests, ideals, specific characteristics, physical and health condition
Understanding the world of work	The ability or skill to understand the kinds of job, how to enter an occupation, position development, job risk

The operational definition of each aspect of the career decision stability is elaborated. The operational definition is used as the base in determining indicators. Each indicator will be elaborated into question items, but in current research the items being used were in the form of statement to find out the opinions, attitudes or views of students about the stability of their career decision.

Table 2 The item distribution design of career decision stability questionnaire try out

Aspect	Item		Sum		percentage
	F	UF	F	UF	
Self-assessment	2,4,5,7,9,11,13	1,3,6,8,10,12,14	7	7	35 %
Self-understanding	15,16,18,19,21	17,20,22,23,24	5	5	25 %
Knowledge of world of work	25,26,27,28,29,30, 31,33,35,37,38,39, 40	32,34,36	13	3	40

### *Data Analysis Technique*

Before doing the analysis, requirements test was first conducted by doing a normality test in order to find out whether the obtained data is Gaussian or not. Normality test was performed on the pre-test and post-test data of the quasi experimental groups. The formula of normality test being used was one sample kolmogorov-smirnov test by using SPSS program for Windows version 25.

Data analysis techniques used the paired samples t-test. The formula was used to design research with a single subject and did not use a control group before and after the subjects was given the treatment. The t-test was used to determine whether the stability of students' career decision increased after joining group counseling of trait and factor model. Hypothesis test criteria are accepted when:  $t \text{ score} > t \text{ table}$  or  $p \text{ (sig)} < 0.05$  by comparing the pretest and posttest score.

### *Theoretical Review*

Group counseling of trait and factor model is one of the approaches in counseling by collaborating principles of group counseling and trait and factor in the process of counseling, so that clients can find a steady career decision adjusted the interest, talent, personality and ability, and fully realize the career decision that will be the responsibility.

According to Prayitno (2004), group counseling is essentially individual counseling services that are carried out in a group. While Dewa Ketut Sukardi (2003) states that group counseling is a counseling that is organized in a group by taking advantage of the group dynamics that occur within the group. The implementation of group counseling has goals in personal development, personal problem solving and discussion experienced by each member of the group, in order to avoid problems and the problems are resolved quickly through the help of the other group members (Mungin Edy Wibowo, 2005, h. 20). The number of group members in the group counseling is limited to 4-8 people or 10 for the maximum in order that the counseling process can run well.

Meanwhile trait and factor is the early theory for counseling and career development. This approach assesses the nature of the individual character through objective measurements and then customizes it with that normally required for successful performance in a specific career area. This situation will help the counselor in providing objective help for clients who are looking for career development direction and decision-making. The term of "trait" refers to the characteristics of individuals that can be measured through test. While "factor" refers to the characteristics required for a successful work performance. Therefore, the term trait and factor refers to the assessment of individual characteristics and employment (Uman Suherman, tt, h. 55). This theory argues that the development of the human personality is determined by innate factors as well as the

environment. Personality in trait factor theory refers to a feature that is typical for someone in thinking, feeling and behaving like intelligentsia, sympathy, and aggressive behavior.

The approach conceived by father of the world guidance and counseling, Frank Parson was described in detail in his book "Choosing a Vacation" (1909). Choosing a vacation (1909) marks an era of pioneering of guidance and counseling movement in the world, where the main focus of the counseling guidance service is in the field of career development. Parson suggests three big steps to develop individual career decision making including:

1. a clear and objective understanding of one's self e.g. his ability, interest, attitude and others
2. a knowledge of the requirements and the characteristics of specific career
3. A confession and an application of the two points above in planning successful career (Robert Gibson, 2011:454)

Basically trait and factor theory states that the individual career decision is determined by the appropriateness of abilities, interest, values and personality and the world of work. Lufti Fauzan (2004, h. 91) states in brief that counseling is an effort to find out self clarification, self understanding, self-acceptance, self-direction and self actualization

According to Frank Parson (1909) trait and factor counseling model emphasis more on three things, the individual, work and the relationship between both of them. The process of trait and factor counseling model was divided into five stages:

1. Analysis i.e. stages of activity that consists of the data collection and information of the counselee.
2. Synthesis, is a step to summarize and organize the data from the analysis results in a way that shows the counselee's talent, weaknesses as well as strength, and capability to adapt.
3. Diagnosis, is the first step in the guidance and should be able to find statutes and patterns that may lead to problems, their causes, and counselee's characteristics that are relevant and influential to the process of self-adjustment.

4. Counseling is the relationship of helping counselee to find sources inside and outside themselves in an attempt to reach the development and optimal adjustment, in accordance with the ability.
5. Treatment/evaluation is the follow-up including help to the counselee in facing new problems by reminding them to the issue of the source problem in order to guarantee the success of counseling. The techniques being used should be adapted to the individuality of the counselee.

In the process, trait and factor theories affirm the interpersonal nature of career and lifestyle associated with in addition to the performance requirements of the job positions. Holland in Samuel (2012, h. 409) mentions six classification categories of personality types and work environment namely realistic, investigative, artistic, social, enterprising (being brave to try) and the conventional.

Therefore, it can be concluded that group counseling of trait and factor model is one approach in counseling by collaborating principles of group counseling and trait and factor in the process of counseling, so that clients can find stable career decision by adjusting the interest, talent, personality and ability, and realize fully the career decision that would be the responsibility.

Super (1976) indicates that career is more person oriented. Successful career can be achieved through education, hobby, profession, social-individuals and religious. Career covers all aspects of the lives of individuals (Tohari, 1986) i.e. include: (1) life-roles, such as workers, family members and residents of the community; (2) life-settings, as in families, community agencies, school or in the work place; and (3) life-event, as in entering employment, marriage, moving, losing job or resigning from a job. A good career development could not be separated from the career planning. Sitohang (2007) reveals that career planning is a plan about the possibilities of the individual as an individual to be able to pursue the process of promotion and tenure according to the requirements and ability. Career planning requires the career decision stability, i.e the ability of the individual in determining career decisions precisely supported by the talents, interests, knowledge and expertise as well as personality.

## Discussion

### *Career Decision Stability of Students of BPI IAIN Pekalongan before the Group Counseling of Trait and Factor Model*

A career is not the same as job position though the career and job are inseparable. Super (Samuel Gladding, 2012, h. 411) believes that career decision "is related to the application of the persons' self-concept on a job. One's view about the career and employment is reflected in any behavior that they do. Super explains that the age of students who are 21-24 years old were in the career exploration and stability reviewed from the individual career development stages. In the context of life span, career is defined as meaningful individual life journeys. Meaningfulness is obtained by individuals through the integration of roles, setting and events involving the decision making, commitment, lifestyle, dedication and preparations to live and an end the life (Super in Uman Suherman, tt, h. 22)

In line with the concept of Super above, students of BPI faculty of Ushuluddin, Adab and Dawah IAIN Pekalongan have a rather diverse career decision based on the questionnaire of career decision stability. The career decision stability is related to the stability in playing the role as students majoring in Bimbingan Penyuluhan Islam. Of the 10 students who became participants of group counseling of trait and factor model, it is known that two people have a good level of career decision stability, the rest have an average level of career decision stability.

Good career stability means the students have adequate understanding about their chosen career, aware of the decision and have plans to live as well as entering the chosen career. They have already understood the consequence of their choice as students of BPI and they have stability of their decision. They have already had plan in the future although it is still limited, such as the types of job that correspond to the competencies, effort to achieve it even though their knowledge is still abstract and they need to get the guidance and mentoring. While the low career decision stability means students still feel the indecision and doubt about their chosen career at the moment. They are still asking and thinking about the proper career decision in accordance with their interest. They have not understood about the different types of occupations and field of works, level of the



position and the efforts of its realization. They have not been able to manage career plan in the future. They need to get guidance and mentoring in order to achieve good career stability for the optimal self-development.

Review of what is disclosed by Williamson (1939a, 102-103), diagnosis of career decision stability of students of BPI are various, including the following:

1. No choice

The results of the diagnosis in the early group counseling indicates that students of BPI are at the level of no choice, some members of the group have not been able to mention the areas of group work that will be chosen. Students were undergoing a role as students without having any other choice, for some students of counseling participants, studying in the Department of BPI is something that must be lived without knowing their profession in the future and what their chosen career will be like when they graduate.

The role of the students is done without trying to see their talent and interest as the stability of their careers decision in the future. Even some of them feel that majoring in BPI is a wrong decision because there is no other choice. This is caused by motivation to study in BPI is not on their personal expectation but others such as parents, teachers, as well as the recommendation of some friends who have already been college students in IAIN Pekalongan. This condition will certainly affect the students' career development through their life. Results of counseling interview shows the students' participation in classroom was very low, they were rarely ask questions, being passive in the interactive learning in the classroom, were likely to team up with only few friends and being difficult to blend in with the other friend, had low self confidence, found it difficult to communicate in public (class), even they felt being isolated in their own classroom.

2. Uncertain choice

Before the group counseling, students of BPI IAIN Pekalongan had average and moderate career stability level because they do not have certainty in their decision. They feel hesitate on the choice of studying in Department of BPI because of the change of the department name as well as the applied curriculum. Several students at the initial counseling session said that at the first the name of the Department was BKI and they expect they will be a counseling teacher when they graduate. However their understanding at the beginning of enrolling BPI

departments is different from their understanding after following the learning process in the classroom. The uncertainty of choice or doubt of choice of students of BPI affects the level of their career decision stability.

Indecision is also perceived by students in understanding lecture material which is overlapping between some courses. Students get the same material in different subjects. This is more or less affecting the perceived uncertain choice of students. They were in doubt about their career in the future, while they still felt the uncertainty of their choice to be a student of BPI. Attitude and behavior will certainly also be integrated with their mindset and feelings.

### 3. Unwise choice

It is recognized by the students that they chose a career that did not fit with their talent and interest. One member of the group counseling stated that actually she had an interest in the field of social rather than guidance and counseling. Another revealed that she preferred Javanese language, even before registering as a student of BPI, she has enrolled in the college which organizes a Javanese language Department. However she was not accepted and finally she decided to study in the Department of BPI.

Another member also has an unwise choice, i.e. she likes the field of exact sciences in the form of mathematics more. Arithmetic is her capability rather than memorizing, and become her weakness in majoring in BPI. She admitted that it is easier and more interesting in the field of arithmetic and solving the problem with the formula which may be difficult for other people. She develops her interest in mathematics by becoming a tutor in one of tutoring agencies.

Another student stated that the motivation of studying in the Department of BPI because she has a sister who is not normal like other kids, hence she is motivated to major in BPI to be able to help her sister with a goal despite having no interest in the career decision in the future. The client has not yet understood completely that graduate of BPI is not to be the therapist, rather more religious instructor-oriented, social educators as well as a researcher assistant the social field.

### 4. Discrepancy between interest and aptitudes

The results of the diagnosis towards students career stability is also affected by the mismatch between the areas of interest with the level of ability,

aptitude and interest. Measuring results based on Holland Test show that it consists of 1 people tends to fall in the type of investigate where Holland states that this type of person loves mathematics or science lesson, has a tendency to ponder than handle it in solving a problem, task-oriented, not social. This person needs understanding, loves the unclear tasks, has the unconventional values and attitudes and his activities are interceptive. This type of people may work as physicist, biologist, chemistry, anthropology, mathematics, researcher, and other similar jobs.

The discrepancy of interest and aptitude is also owned by 2 students who are dominant to the realistic type. The characteristics of this type emphasis on virility, muscle strength, physical skills, capability, and a powerful motor coordination, lack of verbal skills, concrete, practical in working, lack of social skills, as well as less sensitive in relationships with others. This type of people may work as the machine/radio operator, farmers, aviators, building supervisor, electrician, and other similar jobs.

Personality is a major factor that determines individuals' career decision process (Holland in Tri Muji, 2018, h. 24). Personal style is a developmental process that is formed from a combination of heredity and life of the individual as the reaction of an effort to meet the needs of the environment. Heredity is not fully attached to the individual's ability, but it exerts influence on the development of individuals' career decision stability as it happens to students.

Factors to consider in the career decision-making process according to Basori (2004), consists of two factors namely personal factors and environmental factors: personal factors are: a) personality types and dominant characteristics, b) aptitude or academic ability, c) aptitude or nonacademic ability, d) interest in a profession, e) values of personal life, f) hobbies. Meanwhile, environmental factors are: a) the values of community life, b) parents' economic condition, c) needs/prospect of related employment, d) the opportunity of getting position/job.

### *The Implementation of Group Counseling of Trait And Factor Model*

Group counseling of trait and factor model is one of the overall orientations in vocational psychology process to describe and explain career decision making based on the "suitability of individuals with jobs". The main philosophical developed in counseling model is the uniqueness of the individual,

so that in the process of the implementation group counseling emphasis more on the uniqueness of each member of the group. The group leader explores capabilities and uniqueness of members then together with the other members of the group directs and assists the students to make a proper career decision and plan in accordance with the interest and aptitude. Counselors should understand the characteristics of each participant in order that the career decision is in accordance with the uniqueness of the client.

Before the implementation of group counseling process, the first thing to do is self-preparation both counselors and client/group participant. Clients need to be prepared because they are the main party in the career counseling implementation. Participants are given an understanding before the group counseling to avoid gap among them. Discussion in the career counseling focuses on problems related to careers rather than other issues. This is necessary to avoid too high expectation of the clients towards the counselor.

Self-preparation of the counselor is also carried out in order to be able to do the job as professional helper. Physical and psychological readiness becomes counselor concern so that the career counseling can be run successfully. The appearance that is neat, glowing face showing no fatigue as well as the self-cleanliness is the physical aspects that need to be prepared by career counselors. Clearing mind for full concentration while counseling is one of the physical aspects that must be considered by the counselor (Uman Suherman, tt, h. 57)

Process of group counseling of trait and factor model is divided into five stages:

#### 1. Analysis

Analysis stage is the initial stage in the implementation of group counseling of trait and factor model. Analysis stage is stages of activity that consists of the collection of data and information of the client. Analysis of the client is performed to find out the different types of "trait" or basic characteristic owned by each individual. At this stage the researcher used Holland Personality Test.

Based on the analysis results using Holland test, the data which suggests that the participants of the group counseling has a varied personality types, consisting of 3 people tend to fall in the type of investigate, 5 people tend to fall in the social type, 2 people tend to fall in the artistic type and 2 people are dominant

to the realistic type. The condition of "trait" of the counseling members has been made to be relevance with the counseling interviews conducted in the group counseling stage. Counselor directs clients on the career decision stability by collaborating test results and the counseling interview. In the trait and factor model counseling, career is influenced by a wide range of abilities of clients with the kind of career being chosen. The ability of the students of BPI IAIN Pekalongan is utilized to establish the career decision in the current by giving positive encouragement, that the Department of BPI is the course that corresponds to the ability. Students who were doubt at the beginning of the counseling process began to realize their abilities with the career decision as students.

In addition to personality types, the second factor affecting students' career is interest. Some state that the career decision is not in line with the interest. The career decision by becoming a student of the Department of BPI is not entirely based on the individual expectation, but the motivation and encouragement from others especially parents. During the process of analysis and counseling, students were given an objective understanding about the interest and the reality happens to them.

The third factor that affects the students' career decision stability is the values believed by the students. Through the technique of changing attitude in the counseling process, members were asked to change the attitude which does not correspond to the values being believed. The attitude changing directs the client to have the stability of the career decision. The values also become the basic in the orientation and behavior, so that the career as students of BPI IAIN Pekalongan can be carried out as a whole as well as having a clear development direction toward the future.

The fourth factor is the personality owned by the individual. Any personality tendencies actually have an appropriate career direction to be developed. Understanding of personality will help students to determine the direction of career decision. The career decision stability can be determined by understanding the personality first. The fifth factor is an understanding about the world of work. Information about the types of jobs, employment risk, decision-making, achievement effort, career and the position will be factors that can establish the career decision stability of students. With a wide and varied knowledge about the world of work, then the chance to determine the career

decision will be more wide open. Therefore, career decision stability as an effort to be successful will be owned by students. Hence, one of the group counseling materials is the knowledge about kinds of jobs and direction of students' career development.

## 2. Synthesis

At this stage the counselor summarized and organized data from the analysis results in a way that it shows the talent of the participants of group counseling, weakness and strength, and the ability of self adjustment. The synthesis was conducted by sharing of experience among members of group counseling in turn. The counselors played a role as a facilitator asking members to state their strength and weakness, while the other members help finding their capabilities, strengths and weaknesses in the dynamics of a harmonious counseling and under the control of a counselor. This effort was collaborated with the results of the Holland personality test that have been processed by the counselors to help clients understand themselves as a whole, understand their abilities, strength and weakness so that clients feel sure about the current career decision.

The synthesis was done carefully to avoid error diagnosis. The counselor employed techniques of direct clarification to the client to ensure the synthesis result. The synthesis results conducted by the counselor were delivered to the participants one by one to obtain certainty and minimize errors. The data which have been obtained in the synthesis stage became the base for the counselor to continue to the next stage i.e the diagnosis.

## 3. Diagnosis and Prognosis

It is a step in the group counseling of trait and factor model that aimed to find statutes and patterns that may lead to problems, their causes, as well as client traits that are relevant and influential to the self-adjustment process, determine the causes, which include attention to the relationship among the past, present, and future that can explain the causes of the symptoms. One example of a diagnosis in a counseling interview, it was found that the client never be active engaged in the learning process in the classroom. After the diagnosis it was revealed that the client does not have a good confidence. The counselor together with other members did an exploration to the client. The cause of the lack of confidence is because of bullying actions experience by the client in the form of

ridicule from his peers when speaking in front of the class. This experience caused the trauma for the client that causes him no longer be able to speak in the public. When he is about to start talking, the sound comes out becomes very low, stammering, less clear, not well spoken and become sweating. The client had already tried but the same thing often happened.

#### 4. Counseling

Is a relationship of helping clients to find a source of themselves or resources from the outside in an attempt to reach an optimal development and adjustment, in accordance with their ability. The counseling was group counseling, i.e counseling conducted simultaneously to members of 10 students. In accordance with the rules of the implementation of group counseling, the determination of the number of members of the group counseling is ranged between 4-12 members. Group counseling which is done using the model of trait and factor i.e an approach of career counseling developed by Frank Parson to solve the client's career problems.

Counseling was conducted in turn for every client according to the type of problem. The clients disclosed all problems they feel, while the career counselor helped clients reveal problem straightforwardly, helped them find potential and helped them to manage career development plan as a form of career decision stability they have chosen.

Basically trait and factor theory states that the individual career decision is determined by the properness of abilities, interest, values and personality with the world of work. Lufti Fauzan (2004, h. 91) briefly mentions that the goal of counseling is an attempt to find out self clarification, self understanding, self-acceptance, self direction and self actualization.

#### 5. Evaluation

Evaluation is every effort, action or process to determine the degree of progress quality of group counseling activities of trait and factor model refer to certain criteria or principles in accordance with group counseling services activities which has been implemented. The form of evaluation used the process evaluation, i.e the evaluation conducted during the process of group counseling. The evaluation was conducted by the counselor to observe changes in the behavior of the client after following the counseling process.

Evaluation that was carried out also referred to the suitability of ability and uniqueness of the client with the interest in the career decision. The client was also ascertained to have a comprehensive understanding about the career decision, career stages, career direction and the chosen interest, with all consequences and the risks which may be caused by the decision. The state of steady and sure is referred to as career decision stability. The evaluation was conducted by the counselor to ensure that every member of the group counseling have already had their decision, effort of career development that will be done, as well as various ability in order to realize the decided career in accordance with the expectation at this time.

### *The Effectiveness of Group Counseling of Trait and Factor Model*

Trait and factor theory was developed on the basis of contributions from some experts including Frank Parson (1909), Williamson, Patterson, Darley and Miller who are incorporated in a group of Minnesota (Munandir, 1996). The term "trait" refers to the characteristics of the individual measured through tests, and "factor" refers to the characteristics required for the work performance. Therefore, the term "trait and factor" refers to the assessment of individual characteristics and the characteristics of the job (Sharf, 1992, h. 17)

Group counseling of trait and factor model is an attempt that is carried out in a group to the students of BPI IAIN Pekalongan who have rather low career decision stability based on questionnaires of career decision stability. The study is to improve the career decision stability related to the majoring in Bimbingan Penyuluhan Islam as a student career development step for the future. The process of counseling emphasized on assessment of "trait" of students to have factors that can support students' career decision. As expressed by Sharf (1992, h. 17), individuals should ideally have three things to be able to decide career namely, 1) clear knowledge about themselves, attitudes, interests, ambitions, limitations of resources and effects, 2) knowledge of the term conditions of success, profit and loss, compensation, opportunities and expectations in the future on a different type of work as well as 3) real thinking about the relationship between the two groups or facts.

The group counseling of trait and factor model tried to find students' career vocational that is by correlating ability, potential and interest with qualities



that are objectively required when having the career. Trait and factor counseling directs participants to be able to recognize something that is personal and is closely connected with attitude. Self-understanding is crucial to determine students' career decision stability. Group counseling of trait and factor model showed its effectiveness in improving students' career decision stability. This can be seen based on the table of the comparison of career decision questionnaire:

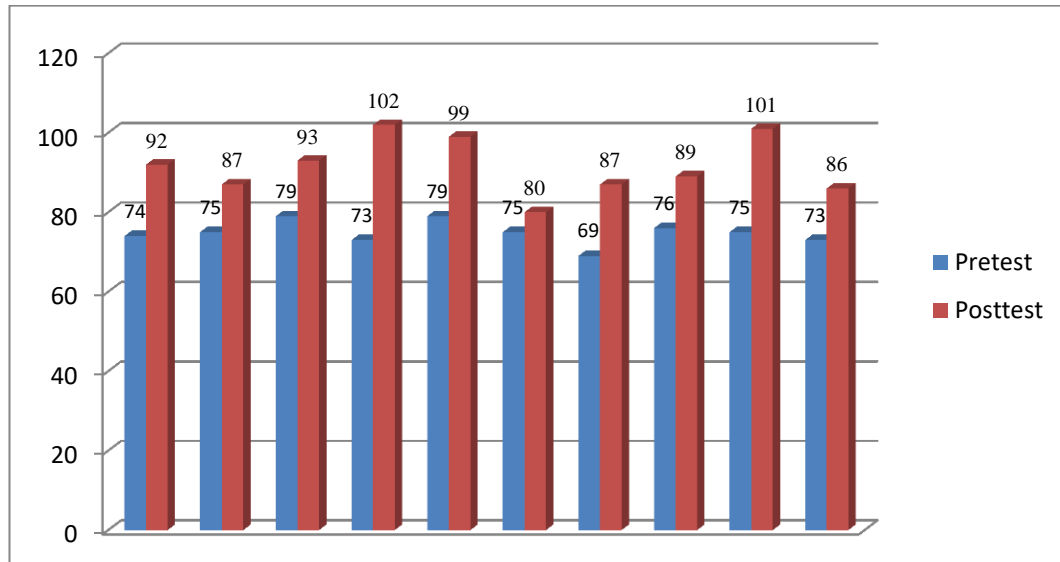
Table 3 Comparison results of a pretest and posttest of students' career decision stability

Name	Score of Pretest	Category	Score of Posttest	Category
Anisatul Alifah	74	Average	92	Moderate
Miftakhul Amalia	75	Average	87	Moderate
Wanci Unggari	79	Moderate	93	Moderate
Anis Kurlila	73	Average	102	High
Erni Hadiyastutik	79	Moderate	99	Moderate
Syafella Luki Imaniar	75	Average	80	Moderate
Vionita Yulia	69	Average	87	Moderate
Ayuna Meilita	76	Average	89	Moderate
Viqi Umarotul Munawaroh	75	Average	101	High
Iskha Ikrimatul Hidayah	73	Average	86	Moderate

The table above shows an improvement of category of career decision stability of students of BPI IAIN Pekalongan. Before the group counseling of trait and factor model, there were 2 students had a level of career understanding in the category of "Moderate", while the other 8 had the level of "Average". After being given treatment in the form of group counseling of trait and factor model consisting of three sessions of counseling held on August 1, 2018, August 8 2018 and August 15, 2018, then career decision of students improved. There were 8 students had the career stability in the category of "Moderate" and 2 students have the improved category to "high".

The improvement of stability of students' career decision can be seen in the following graph:

Graphic. 1 The Improvement of Career Decision Stability



## Conclusion

Data analysis using t-test showed that t score is 7.550 with the level of significance at 0.00. Based on the results of t-test then it can be inferred that: t score > t table i.e.  $7.7550 > 1.833$  and  $p \text{ (Sig)} < 0.05$  it was  $0.00 < 0.00$ . Therefore, the hypothesis presented in the study is accepted, it can be said that group counseling of trait and factor model can improve career decision stability of students of BPI IAIN Pekalongan. Thus it can be concluded that the group counseling group of trait and factor model is effective to improve the career decision stability of students of BPI IAIN Pekalongan.

## Acknowledgement

The author would like to say thank you to the head of the LP2PM of IAIN Pekalongan who has given moral and financial support to conduct the study with the budget allocations of BOPTN 2018. The author would like also express gratitude to the whole of academic community of Faculty of Ushuluddin, Adab and Dakwah especially Department of Bimbingan Penyuluhan Islam. The author would express the appreciation to the students who have been active, as well as some fellow researchers that cannot be mentioned one by one.

## References

- Agustini, Ni Luh Ratna,dk, (2014). Efektivitas Konseling *Trait And Factor* Dengan Layanan Informasi Terhadap Rencana Pilihan Karir Siswa Kelas X SMA Negeri 1 Sukasada Tahun Pelajaran 2013/2014, *e-journal Undiksa*, 2(1).
- Alsa, Asmadi, (2003). *Pendekatan Kualitatif dan Kuantitatif serta Kombinasinya dalam Penelitian Psikologi*, Yogyakarta: Pustaka Pelajar.
- Alwisol, (2004). *Teori Kepribadian*, Malang: UMM Press.
- Azwar, (2005). *Metode Penelitian*, Yogyakarta: Pustaka Pelajar Offset.
- Brown, S. D. (2012) *Career Development and Counseling*, John Willey & Sons.
- Casmini. (2014). Evaluasi Dan Peninjauan Kurikulum BKI Berbasis KKNI, *Jurnal Hisbah*, 11(1).
- Dillard, J M. (1985). *Life Long Career Planning*. Columbus Ohio: A Bell & Howell Company.
- Geldard, K. (2011). *Konseling Remaja*, Yogyakarta: Pustaka Pelajar.
- Gibson, R. L. (2011). *Bimbingan dan Konseling*, Yogyakarta : Pustaka Pelajar.
- Lounsbury *et al.* (2004). An Investigation of Big Five Personality Traits and Career Decidedness Among Earlyand Middle Adolescents. *Journal of Career Assessment*, 13(25).
- Muhajirin, M. (2017). Efektivitas Konseling Karir *Trait And Factor* Untuk Mereduksi Kesulitan Membuat Keputusan Karir, *Journal of Innovative Counseling : Theory, Practice & Research*, 1(1), 50-56.
- Muspawi, M. (2017). Menata Pengembangan Karier Sumber Daya Manusia Organisasi, *Jurnal Ilmiah Universitas Batanghari Jambi*, 17(1).
- Sawitri, D. A Creed, P. dan Melani J. Z. (2015). Longitudinal Relations of Parental Influences and Adolescent Career Aspirations and Actions in a Collectivist Society, *Journal On Research Adolescence*, 25(3).

- Shadish, W., Cook, T. dan Campbell, D. (2002). *Experimental and Quasi Experimental Designs For Generalized Causal Inference*, Boston New York: Houghton Mifflin Company.
- Staggs *et al.* (2007). Convergence of Personality and Interests: Meta-Analysis of the Multidimensional Personality Questionnaire and the Strong Interest Inventory. *Journal of Career Assessment*, 15(423).
- Sugiyono. (2010). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, Bandung: Alfabeta.
- (2006). *Statistika Untuk Penelitian*, Bandung: Alfabeta.
- Suherman, U. (2018). *Bimbingan dan Konseling Karir*, Bandung: Rizqi Press.
- Wiratna, S. dan Endrayanto, P. (2012) *Statistika Untuk Penelitian*, Yogyakarta: Graha Ilmu.
- Sucipto. (2010). Teknik dalam Kegiatan Bimbingan Kelompok (BKp) dan Konseling Kelompok (KKp), *Mawas*.
- Walgito, B. (2010). *Bimbingan + Konseling (Studi dan Karier)*, Yogyakarta: Andi Offset.
- Walker dan Gary. (2012). Career Thoughts, Indecision, and Depression: Implications for Mental Health Assessment in Career Counseling. *Journal of Career Assessment*, 20(4), 497-506.
- Widoyoko, dan Putro, Eko. (2012). *Penyusunan Instrumen Penelitian*, Yogyakarta: Pustaka Pelajar.